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ABSTRACT

This workbook provides practice for children in spelling 54 words found in spelling and reading texts for second grade, words that research has shown to be most frequently misspelled or misused at the elementary level. The workbook is designed to reach the different learning strengths of children through a process of seeing, hearing, tracing, and writing. Throughout the workbook are spelling word reviews. (RS)

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# SPELLING

# Grade 2
## Spelling
# Practice Book

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Name

a b c d e f g h i

j k l m n o p q r

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# Grade 2

# Spelling

## Practice Book

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# Introduction

This book provides practice for children in spelling words found in spelling and reading texts for second grade, and are those words that research has shown to be most frequently misspelled or misused at the elementary level. They include basic sight words, double-consonant words, homonyms, words with digraphs, and other words that are difficult for children to spell. Many opportunities to write each spelling word are provided; words are practiced not only in isolation, but within the context of sentences.

On page 4 is a complete list of all the spelling words the child will review.

The style of handwriting used in this book is The Zaner-Bloser Alphabet. This alphabet is the most widely used in the schools in the United States.

## How Children Learn to Spell

Children learn to spell in different ways. For some, it is necessary to see the word. The more times the child sees the word spelled correctly, the greater the probability that he or she will *recall* the word, spelled correctly. It also helps to have this type of learner use the dictionary to look up spelling words.

The auditory learner will benefit greatly by hearing the word pronounced clearly and precisely. Saying the spelling word aloud is one of the steps followed throughout the practice book.

For some children, and if not helped, potentially the poorest spellers, spelling is best learned by "feeling" the word. The kinesthetic learner needs many opportunities to trace over the word and write it both in the air and on paper.

Many children use a combination of senses, such as visual-auditory or auditory-kinesthetic. Those who use a combination tend to be better spellers.

This spelling practice book is designed to reach the different learning strengths of children through a process of seeing, hearing, and tracing and writing.

## How to Proceed

Two pages are provided for each spelling word. On the first page the child will:

1. Look at the word, say the word, and spell the word aloud.
2. Read the word in context of two sentences at the top of the page.
3. Trace over the solid model and then write over the faded model. As the child finishes writing the word, he or she should say it.
4. Write the word within a configuration (shape of word). *For many children, seeing the shape of many words is a visual clue as to whether or not a word is spelled correctly.
5. Write the word as many times as there are blanks.

On the second page, the word is used within sentences. The child will:

1. Trace over the word, say it, and read the sentence.
2. Write the complete sentence.

Throughout the book are spelling word reviews. These include:

- Completing sentences by filling in the missing word. The child is to choose the appropriate word from a list of spelling words.
- Matching words with their shapes and writing the words.
- Writing words in alphabetical order.
- Identifying the correct homonym from context clues.
- Finding spelling words within a story.

# Contents


Pages

5-6 *do*
7-8 *you*
9-10 *for*
11-12 *him*
13-14 *run*
15-16 *from*
17-18 REVIEW
19-20 *go*
21-22 *one*
23-24 *some*
25-26 *like*
27-28 *get*
29-30 *new*
31-32 REVIEW
33-34 *look*
35-36 *very*
37-38 *many*
39-40 *came*
41-42 *went*
43-44 *before*
45-46 REVIEW
47-48 *was*
49-50 *were*
51-52 *around*
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59-60 REVIEW
61-62 *to*
63-64 *two*
65-66 *here*
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69-70 REVIEW
71-72 *and*
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77-78 *than*
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83-84 REVIEW
85-86 *with*
87-88 *mother*
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91-92 *where*
93-94 *children*
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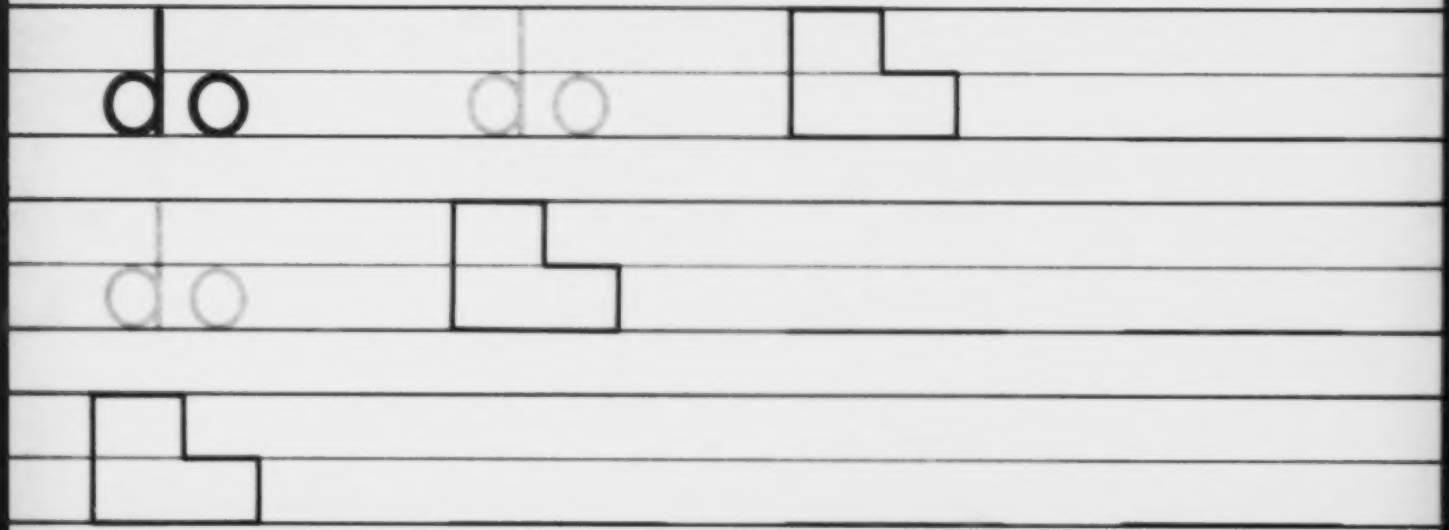
97-98 *off*
99-100 *pretty*
101-102 *different*
103-104 *our*
106-106 *it's*
107-108 REVIEW
109-110 *wanted*
111-112 *jumped*
113-114 *coming*
115-116 *said*
117-118 REVIEW
119-120 *babies*
121-122 *until*
123-124 *woman*
125-126 *morning*
127-128 REVIEW

Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Do all dogs bark?

I think they do.




*Practice basic sight words.

Read each sentence. Trace over the word in red and write the whole sentence.

Do all dogs bark?

I think they do.

you

Can you fix this?

You are right!

you

you

you

Can you fix this?

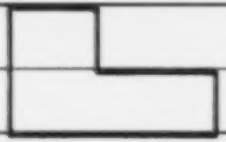
You are right!

for

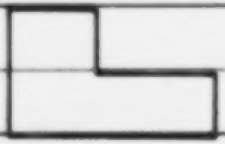
Is that for me?

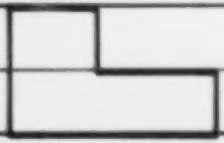
It is for you.

for for



for





Is that for me?

It is for you.

Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Ben gave him a hat.

Did you thank him?

him

him

him

Read each sentence. Trace over the word in red and write the whole sentence.

Ben gave him a hat.

Did you thank him?

run

Run to the fence
and run back.

run run

run

Run to the fence
and run back.

from

Whom is it from?

I am from Ohio.

from from

from

Whom is it from?

I am from Ohio.

Fill in each blank with one of these words. do you him for

Thanks _____ coming.

Do _____ like TV?

What _____ you want?

Give _____ the ball.

Fill in each blank with one of these words. run him from you

Are _____ sleeping?

I see it _____ here.

Go and find _____.

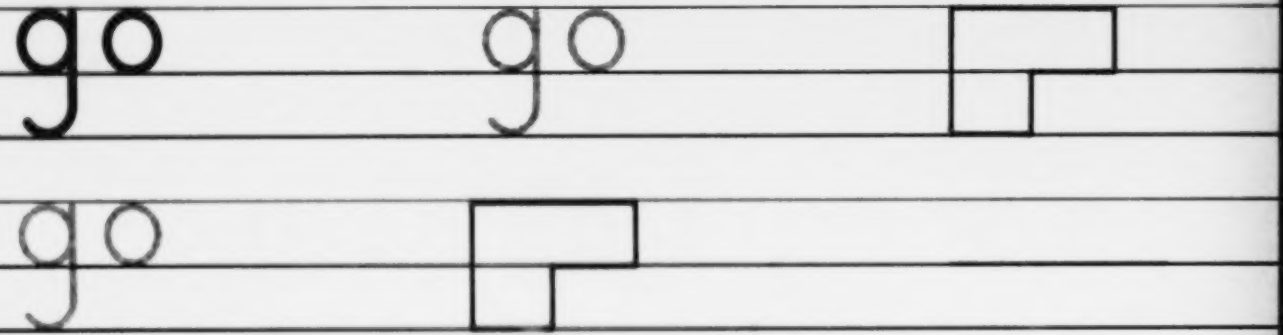
Clara likes to _____.

Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

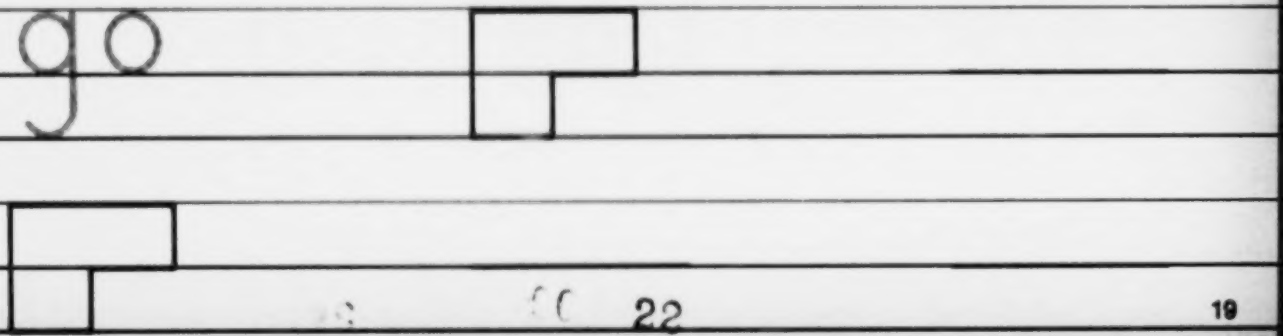
Can we go now?

Go to first base!

go go



go



Read each sentence. Trace over the word in red and write the whole sentence.

Can we go now?

Go to first base!

one

I have one shoe.

One shoe is lost.

one one

one

I have one shoe.

One shoe is lost.

some

Tell us some jokes.
Some ants are red.

some some

some

some

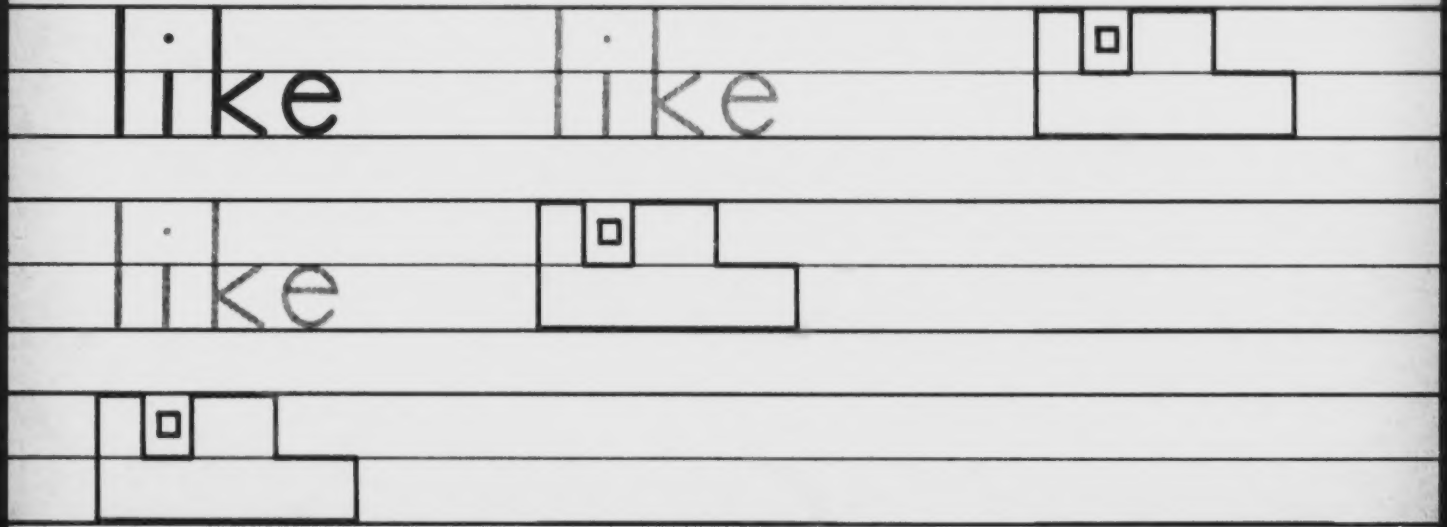
Tell us some jokes.

Some ants are red.

Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Cats like milk.

What do you like?



Read each sentence. Trace over the word in red and write the whole sentence.

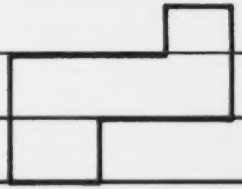
Cats like milk.

What do you like?

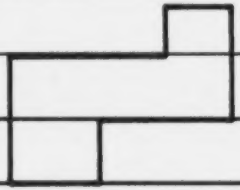
get

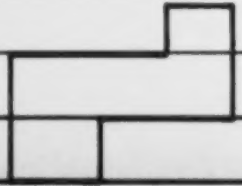
Get a coat and
get your mittens.

get get



get





Get a coat and
get your mittens.

new

New snow fell and
I have a new sled!

new new

new

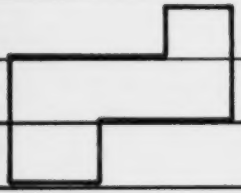
New snow fell and
I have a new sled!

Match each word with its shape. Write the words.

go one get like

Match each word with its shape. Write the words.

some new go get



Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

You look nice today.

Look out for cars!

look look

look

Read each sentence. Trace over the word in red and write the whole sentence.

You look nice today.

Look out for cars!

very

Don is very tall.

Very good, Becky.

very very

very

Don is very tall.

Very good, Becky.

many

How many came?

Many bugs fly.

many many

many

How many came?

Many bugs fly.

came

The sun came out.

Hal came to play.

came came

came

42

The sun came out.

Hal came to play.

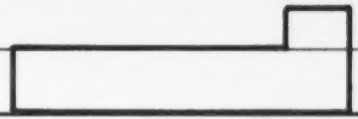
43

went

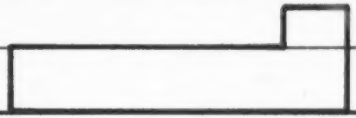
I went to Jill's.

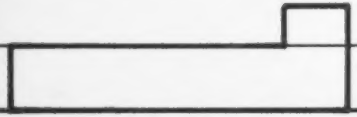
Alex went inside.

went went



went





I went to Jill's.

Alex went inside.

before

We must finish before they do!

before

before

We must finish
before they do!

look very many went before came

**Write the two words that end in *y*.**

**Write the two words that end in *e*.**

**Write the word that has two *o*'s.**

**Write the word that rhymes with *sent*.**

48

look very many went before came

**Write these words in a-b-c (alphabetical) order.**

1.

2.

3.

4.

5.

6.

Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Was the party fun?

It was a lot of fun!

was was

was

50

Read each sentence. Trace over the word in red and write the whole sentence.

Was the party fun?

It was a lot of fun!

were

Were you scared?
We were brave!

were were

were

52

Were you scared?

We were brave!

around

around the world
Spin around.

around around

54

around the world

Spin around.



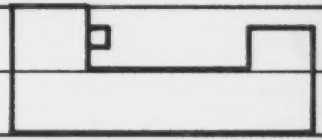
52

first

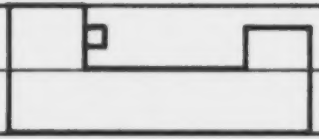
Maria is first.

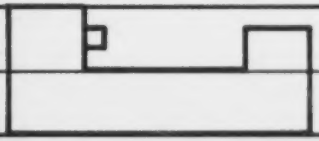
First, stand up.

first first



first





Maria is first.

First, stand up.

because

Mark cannot go because he is sick.

because because

Mark cannot go
because he is sick.

every

I read every day.

Every box is full.

every every

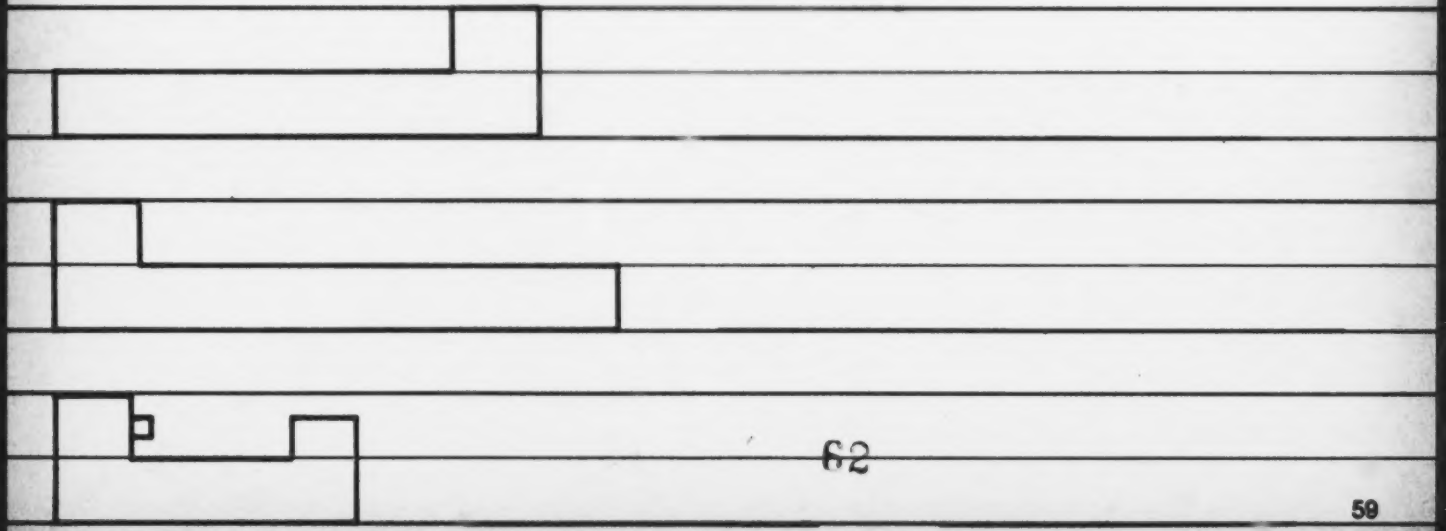
every

I read every day.

Every box is full.

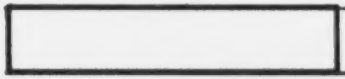
because was around first

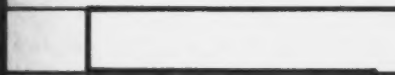
**Match each word with its shape. Write the words.**

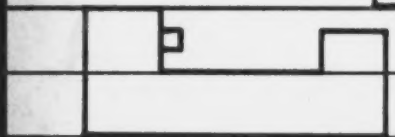


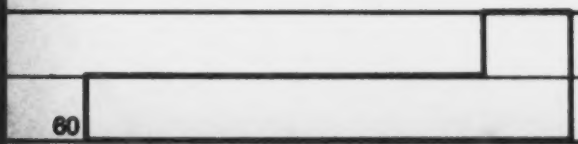
were around first every

**Match each word with its shape. Write the words.**





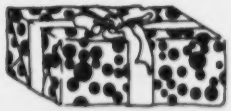




Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

He went to bed.

To Grandma



to to

to



*Practice words which sound like other words.

Read each sentence. Trace over the word in red and write the whole sentence.

He went to bed.

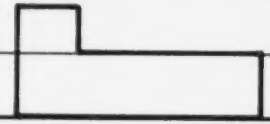
To Grandma

two

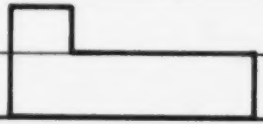
I see two lions.

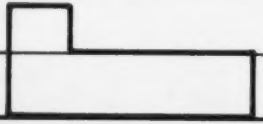
Two girls ran.

two two



two





I see two lions.

Two girls ran.

here

We are here.

Here is the beach.

here here

here

We are here.

Here is the beach.

hear

I hear music.

Hear the birds!

hear hear

hear

70

I hear music.

Hear the birds!

71

**Which word would you use? Circle it, and write the sentence.**

I saw to two cats eating cake.

Polly is here hear to play ball.

**Which word would you use? Circle it, and write the sentence.**

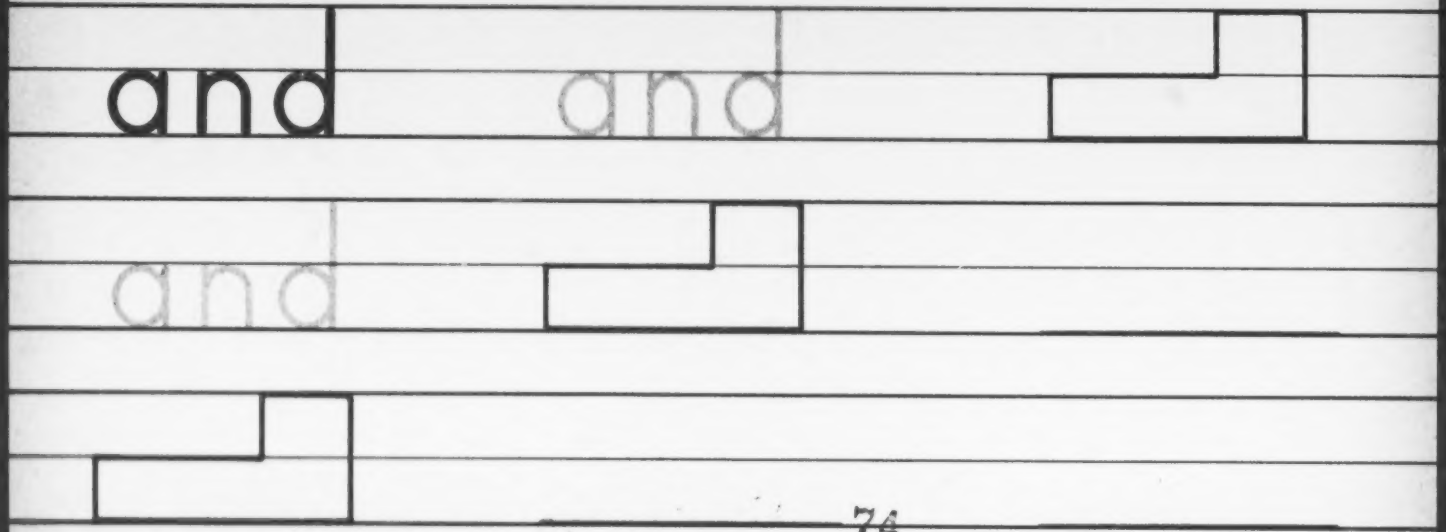
Did you here / hear the bell ring?

I want to / two live on a farm.

Read the sentence.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Bob and I run.

I am big and fast.

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*Practice words similar in appearance and sound to other words.

Read each sentence. Trace over the word in red and write the whole sentence.

Bob and I run.

I am big and fast.

an

Plant an acorn.
An oak will grow.

an an

an

Plant an acorn.

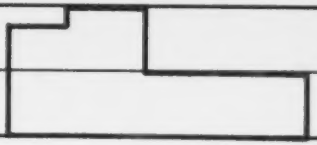
An oak will grow.

77

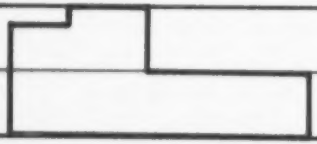
then

Draw a picture,
then color it in.

then then



then



78

Draw a picture,
then color it in.

than

A dime is more than a penny.

than than

than

80

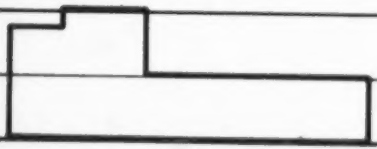
A dime is more than a penny.

there

I will be there.
There she is!

there there

there



82

*Practice words which have digraphs.

I will be there.

There she is!

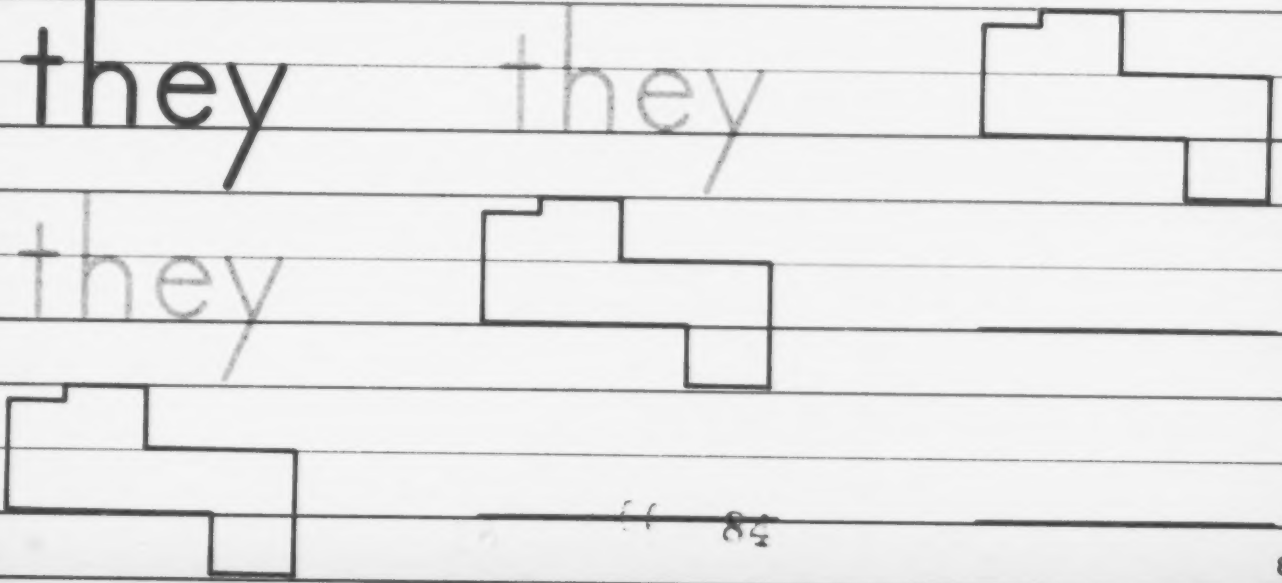
they

they they

they

Are they magic?

They are at home.



Are they magic?

They are at home.

and an they then than

**Find these words in the story. Circle the words and write them below.**

First, Mary saw an owl. Bob and Tom saw it then. It was whiter than snow. When they called to it, the owl flew away.

**Fill in the missing words.** an they there than

I am taller he.

The baby is .

Are coming?

Sally ate egg.

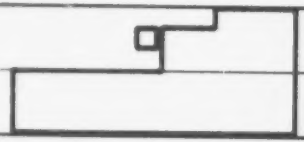
Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Come with me.

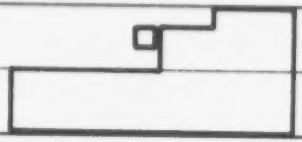
I went with Dad.

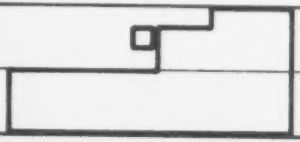
with

with



with





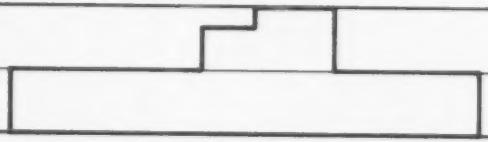
Read each sentence. Trace over the word in red and write the whole sentence.

Come with me.

I went with Dad.

mother

mother



My mother jogs.

Mother called you.

90

My mother jogs.

Mother called you.

when

Tell me when to go.
When do I go?

when when

when

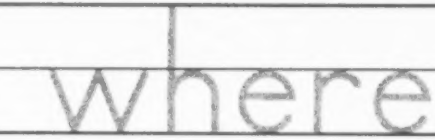
Tell me when to go.

When do I go?

where

See where he is.
Where are you?

where



94

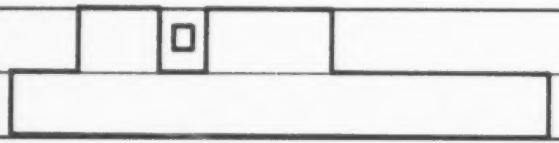
See where he is.

Where are you?

children

children

We are children.
Children, listen!



We are children.

Children, listen!

Fill in each blank with one of these words.

mother with children when

I like milk _____ pie.

Two _____ sang.

Call your _____.

He knows _____ it is.

98

Fill in each blank with one of these words. with mother children where

This is _____ I live.

My _____ works.

Jack came _____ me.

She loves _____.

Read the sentences.
Read and spell the word.
Trace over the models.
Write the word within the shape and in the spaces.

Please get off!

Off we go!

off off

off



*Practice words which have double consonants.

Read each sentence. Trace over the word in red and write the whole sentence.

Please get off!

Off we go!

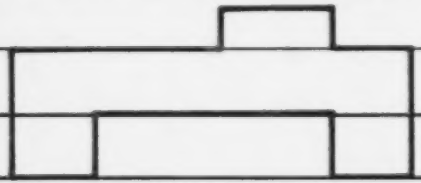
pretty

pretty

Flowers are pretty.

Pretty good!

pretty



Flowers are pretty.

Pretty good!

different

different

Are they different?

Are they different?

This is different.

our

Is our dog lost?

Our dog is here!

our our

our

*Practice possessive word.

Is our dog lost?

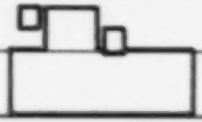
Our dog is here!

it's

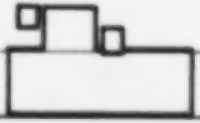
I know it's true.

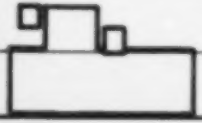
It's raining.

it's it's



it's





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*Practice a contraction.

I know it's true.

It's raining.

off pretty different our it's

**Fill in the missing words to complete the story.**

This is _____ dog. It is a bulldog, but we think _____

It is

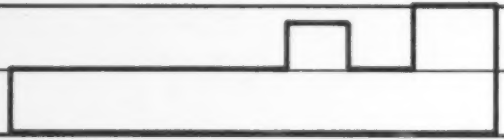
from most dogs; it

keeps the grass.

wanted

He wanted to go.
I wanted to stay.

wanted





*Practice words with an *ed* ending.

He wanted to go.

I wanted to stay.

jumped

jumped

Pam jumped over.
Then Paul jumped.

jumped

114

Pam jumped over.

Then Paul jumped.

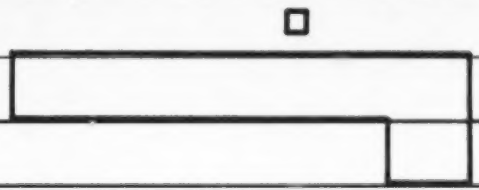
coming

coming

Who is coming?

Sandy is coming.

coming





*Practice word in which the final *e* is dropped before adding *ing*.

Who is coming?

Sandy is coming.

said

Lee said hello.

I said good-bye.

said said

said



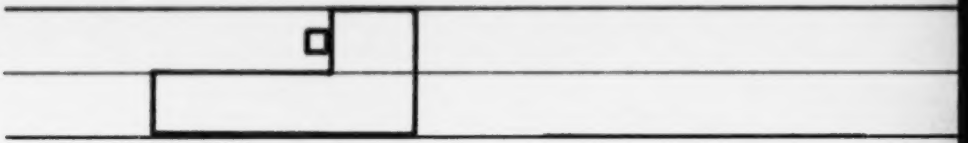
*Practice word in which the final *y* is changed to *i* before adding *d*.

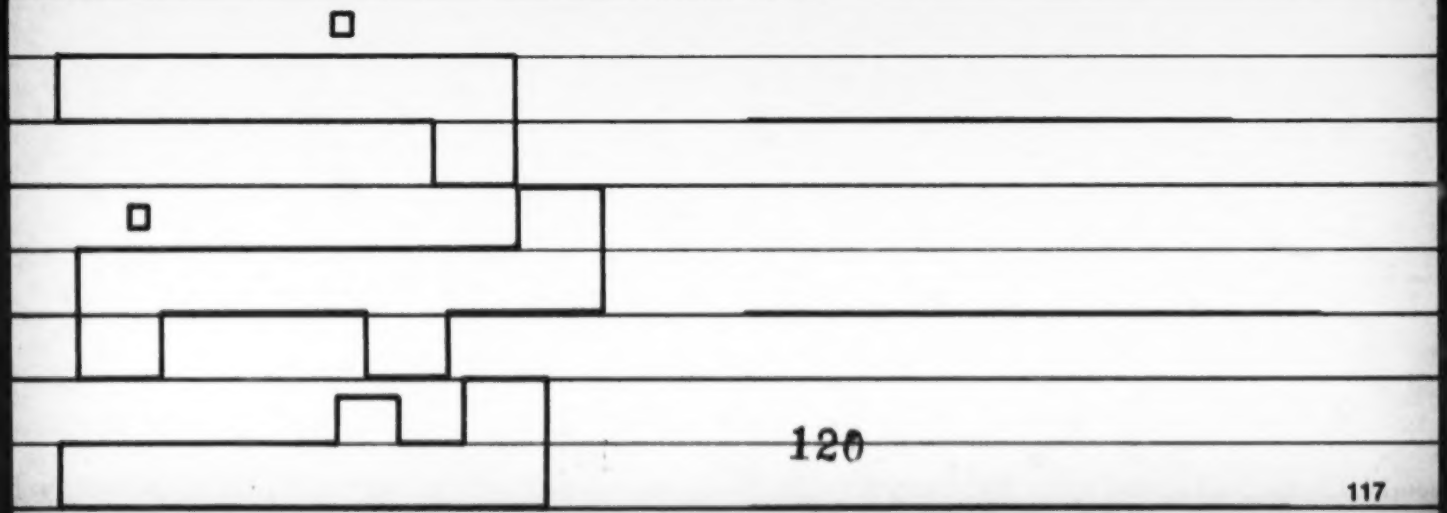
Lee said hello.

I said good-bye.

wanted jumped coming said

**Match each word with its shape. Write the word.**





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Write these words in a-b-c (alphabetical) order.

wanted

jumped

coming

said

1.

2.

3.

4.

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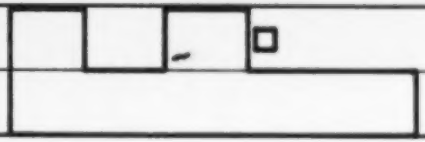
babies

Are babies tall?
Babies are small.

babies



122

*Practice word in which the final *y* is changed to *i* before adding *es*.

Are babies tall?

Babies are small.

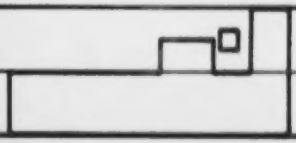
May Sally and I
play until dinner?

until

until

until

until



*Practice words which have difficult sounds.

May Sally and I play until dinner?

woman

A woman called.
The woman is nice.

woman

woman

126

A woman called.

The woman is nice.

morning

In the morning
I get out of bed.

morning morning

In the morning I get out of bed.

Fill in the missing word. babies until woman morning

Wait I eat.

Who is that ?

Do like milk?

Good !

130

Write these words in a-b-c (alphabetical) order.

until

woman

morning

babies

1.

2.

3.

4.

A B C D E F G
H I J K L M
N O P Q R S T
U V W X Y Z

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